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ABSTRACT

This thirteenth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with death and dying. It helps the student to be aware of different kinds of death, stages of emotion, and attitudes toward death. Students have opportunities also to express their own feelings. The role of community institutions related to death and bereavement is included. The relationship of the professional to families and individuals coping with death and/or bereavement is approached in both a programatic and affective manner. Each of the six competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. A listing of additional references for the teacher is also provided. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203114

Family and Community Services

MODULE XIII

DEATH AND DYING

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CE029179

CURRICULUM MODULES

I. Securing Employment (Office of Education

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

MODULE XIII - Death and Dying

Competencies:	Objectives:
1. Be aware of the variety of meanings and emotions associated with death and dying.	1.1 Identify emotions which might occur before and after death.
	1.2 Recognize that various views and attitudes toward death exist in society.
2. Understand feelings and attitudes toward death.	2.1 Recognize that coping with death is a process of adjustment.
	2.2 Identify feelings which might accompany bereavement.

Suggested Strategies. Students will:	References and Resources
1.1.1 Read a story about death or	1.1.1 Appendix: Stories, Novels and Poetry about Death.
1.1.2 View a film or filmstrip about death.	1.1.2 Appendix: Films and Filmstrips about Death and Dying
1.1.3 Discuss your own feelings about the stories or films in small groups	1.1.3 Teacher should allow time for emotions to "slow," tears to dry, etc. after a film is viewed or a story is read in class.
1.1.4 Make a list on blackboard, of feelings of characters in the story or film.	
1.1.5 Read pages 286-298 in Person to Person.	1.1.5 Sasse, Connie R. Person to Person. Chas. A. Bennett Co., Inc. Peoria, IL. 1978.
1.2.1 Write a short description of a funeral you have attended. Share the descriptions with classmates.	
1.2.2 View filmstrip "Toward Acceptance" and discuss with teacher and classmates.	1.2.2 Part 1 of 2-part filmstrip and cassettes or records with a teacher's guide: Perspectives on Death. Sunburst Communications Rm. GL 121, 39 Washington Ave. Pleasantville, NY 10570
1.2.3 Fill out questionnaire, Attitudes Toward Death. Compare with a friend if you wish.	1.2.3 Appendix: Attitudes Toward Death
2.1.1 Recall (or view) one of the films. List the adjustments made by people who had experienced the death of someone. Add to the list from own experience.	
2.1.2 Classify the adjustments as 1) financial, 2) legal, 3) housing, 4) work load, 5) relationships between children, between adults, between children and adults.	
2.2.1 Discuss the feelings people making adjustments will have and whether the feelings follow a pattern.	

Competencies:	Objectives:
2. Continued	2.3 Know the stages of adjustment which occur when coping with death
	2.4 Describe the dynamics of grief.
	2.5 Express own feelings about death.
3. Analyze the role of various institutions and persons related to death and bereavement.	3.1 Identify the institutions in your community which deal with death and bereavement.
	3.2 Examine the roles of persons associated with the institutions.

Suggested Strategies. Students will:	References and Resources
2.3.1 Listen to lecture by teacher or guest lecturer about Kubler-Ross's stages of adjustment to death.	2.3.1 Teacher reference: Kubler-Ross, Elisabeth. On Death and Dying. Macmillan Pub. Co. NY. 1969.
2.3.2 Listen to guest speakers tell about the adjustment to death and the differing needs of people in relationship to time.	2.3.2 Suggested speakers: 1. religious professionals 2. good speakers who have experienced adjustment 3. classmates who are able to express their adjustment 4. nursing home or hospice directors
2.3.3 Study handout on the Stages of Adjustment to Death and Dying. Select one stage and write a short story about it.	2.3.3 Appendix: Stages of Adjustment to Death and Dying.
2.4.1 Role play some of the short stories you wrote (2.3.3) or give short plays about how people express grief.	2.4.1 Teacher may have pupils role play adults or children, or different types of death can provide focus for short plays: auto accident, cancer, old age, etc.
2.5.1 Complete statements on handouts. Share with classmates and/or teacher in small groups, pairs, or whole class.	2.5.1 Appendix: How I Feel Teacher should use own judgment about pupils' need and ability to share feelings. Speaking the feeling is more difficult than writing it.
3.1.1 List, with class, all institutions in own community which deal with death and dying.	3.1.1 Suggestions: Hospital, nursing home, churches, funeral homes, neighborhoods, families, cemetaries, etc. (Schools and teachers)
3.2.1 Listen to a panel or a guest speaker tell of what they do as part of an institution which deals with death.	3.2.1 Suggested panel members or speakers: Medical doctors, gerontologists, funeral directors, clergy, nursing home directors, elderly people.
3.2.2 Listen to speaker tell about a hospice.	3.2.2 There may be someone in the community who knows about the Hospice Movement.
3.2.3 Discuss what you might have to do for your Family and Community Services job if someone dies.	

Competencies:	Objectives:
4. Understand how death affects family relationships.	4.1 Describe differing age group's behaviors of grief and reactions to loss of a family member.
	4.2 Recognize problems which might result from loss of family members of different ages.
5. Be prepared to help families after the death of a family member.	5.1 Comprehend the role of the Family and Community Service worker when a family is coping with grief.
	5.2 Accept that the "helper" is not omnipotent and has feelings which will affect services given.
6. Appreciate the skills required to provide for the needs of the dying person.	6.1 Recognize the variety of physical and emotional needs of dying persons of different ages and from different causes.
	6.2 Assess the characteristics and abilities you possess for helping dying persons.

Suggested Strategies. Students will:	References and Resources:
4.1.1 View films and watch for behaviors of persons of different ages. Discuss these behaviors with teacher and class.	4.1.1 Death: Coping with Loss. Bureau of Audiovisual Instruction University of Wisconsin-Madison 1327 University Avenue Madison, WI 53706 or Gramp: A Man Ages and Dies (Based on the Book) Sunburst Communications Rm. GL 121, 39 Washington Ave. Pleasantville, NY 10570
4.2.2 Read the stories and answer the questions for Families and Death. Do this in small groups or with the whole class. Discuss with teacher.	4.2.2. Appendix: Families and Death
5.1.1 Read the stories of Families and Death again. List ways you can give emotional support. List the services you could perform to help them through this difficult time.	5.1.1 Appendix 4.2.2.
5.1.2 Make a list of skills and abilities which they possess which will help in each of the situations in 4.2.2.	5.1.2 Use stories from 4.2.2. Could also use incidents from films or filmstrips shown again.
5.2.1 Read the stories about Family and Community Service "helpers." Discuss the questions with the class and the teacher.	5.2.1 Appendix: Family and Community Service "Helpers"
5.2.2 View a film and evaluate your own feelings about the death. Discuss how the feelings might affect your behavior on the job.	5.2.2 Teacher should select a film viewed previously (but shown again) or one from the list in Appendix 1.1.2.
6.1.1 Listen to guest speaker(s) discuss the emotional and physical needs of dying persons.	6.1.1 Suggested speakers: Medical doctor Clergy Nursing home professionals Nurse
6.1.2 List some diseases and causes for death. Interview or listen to an expert tell what physical needs are special for people dying of each disease or cause.	6.1.2 Interview or invite to class: nurse, medical doctor, home care expert, etc.
6.2.1 Make individual lists of skills and abilities. Then develop an evaluation device from all the ideas - yours and your classmates.	6.2.1 Appendix: 6.2.1 for teachers, Ideas for Evaluation Device
6.2.2 Evaluate yourself.	

Appendix
MOD XIII
Strategy 1.1.1

Stories, Novels and Poetry about Death and Dying

Agee, James. A Death in the Family. Avon. New York. 1959.

"Coping with Death, A Personal Story" in COED, January 1981.

Craven, Margaret. I Heard the Owl Call My Name. Doubleday. New York. 1973.

Gibran, Kahlil. The Prophet. Alfred A. Knopf. New York. 1923. Reprinted frequently, available in paper back. Especially "On Joy and Sorrow" and "On Death." (Poetry)

Gunther, John. Death Be Not Proud. Harper. New York. 1949.

Jury, Mark and Dan Jury. Gramp. Grossman Publishers. (Photographs and text)

McCullers, Carson. "The Sojourner" in R. P. Warren and A. Erskine. Short Story Masterpieces. Dell. New York. 1945.

Rosenthal, Ted. How Could I Not Be Among You? Avon Books. New York. 1975. (Poetry)

Tennenbaum, Silvia. "A Lingering Death" in Oates, Joyce Carol (ed.) The Best American Short Stories of 1979. Houghton Mifflin. Boston. 1979.

Updike, John. "My Uncle's Death." In Assorted Prose. Knoff, New York. 1965.

Films and Filmstrips About Death and Dying

"Death and Dying: Closing the Circle". 5 filmstrips, with casettes or records. Guidance Associates. Communications Park. Box 300, White Plains, New York 10602.

"The Right to Die". 2 filmstrips and casettes or records. Sunburst Communications, Room GL 121, 39 Washington Ave., Pleasantville, New York 10570.

From: Bureau of Audiovisual Instruction, 1327 University Avenue, Madison, WI 53706

1. "The Parting"
2. "To Be Aware of Death"

Appendix
MOD XIII
Strategy 1.2.3

Attitudes Toward Death

Select the answer which expresses your feelings and put the letter in the blank provided.

_____ 1. When I was a small child, I thought of death as: a) going to heaven or hell, b) some different kind of life, c) sleep, d) too mysterious to know, e) had no idea, f) can't remember, g) other.

_____ 2. How often do you think about your own death? a) at least once a day, b) often, c) sometimes, d) no more than once a year, e) never or almost never, f) other

_____ 3. What does death mean to you? a) the end of life, b) a new beginning, of life after death, c) endless sleep and peace, d) end of physical life, but the spirit lives on, e) don't know, f) other

_____ 4. What thing about your own death bothers you most? a) I could no longer have any experience, b) I am afraid of what might happen to my body after death, c) I am not sure what will happen to me if there is life after death, d) my friends and relatives would grieve, e) I could not finish things I had started, f) the process of dying might be painful, g) other

_____ 5. What do you believe causes most deaths? a) most deaths happen because the person wants to die, b) most deaths happen because of the way the person used or fails to use things such as tobacco, alcohol, medicines, c) most deaths just happen, d) other

_____ 6. How do you feel when you think of your own death? a) afraid, b) sad, c) no reason to go on, d) want to do something with life I have left, e) glad to be alive, f) other

_____ 7. If I was working for a client who became seriously ill, I would a) stay to the end, b) resign immediately, c) resign as soon as a replacement could be found, d) stay on to the end, but never work for the elderly again, e) don't know, f) other.

_____ 8. At what age do you think people are most afraid of death? a) 12 years and under, b) 13-19 years old, c) 20-29, d) 30-39, e) 40-49, f) 50-59, g) 60-69, h) 70 and over

_____ 9. If you could choose, when would you die? a) in youth, b) in middle age, c) just after middle age, d) in old age, e) other

_____ 10. Which of the following most influence the way you think about death now? a) death of someone close, b) things you have read, c) religions, d) funerals, e) TV, movies, radio, f) length of time family members have lived, g) own health

Stages of Adjustment to Death and Dying

These stages apply to adjustment to loss by death and to facing one's own death.
Adapted from Elisabeth Kubler Ross's "On Death and Dying."

First stage: Denial and Isolation

Usually a temporary defense and a lack of acceptance of reality. Isolation may occur for various reasons such as fear of revealing emotions or lack of ability to relate to others as one had related to the dead person. As with all stages, time varies from a few hours to weeks, days, and years.

Second stage: Anger

When denial and isolation have passed, the logical next question is "Why me?" This is a difficult stage for helpers. It may manifest itself in profanity and other disturbing behaviors. Everything will seem to cause anger. Tolerance by helpers is essential.

Third stage: Bargaining

This combines with anger. For example, someone who is angry about pain or about loneliness may bargain with the helper: "I'll stop shouting if someone gives me a pill" or "If my son comes to visit, I won't be so lonely." It is an attempt to postpone reality and sometimes covers a feeling of guilt.

Fourth stage: Depression

At this point, reality can no longer be denied or bargained away. People should be allowed to express this depression and should have companionship during silent times of grief. "Cheering up" is usually not helpful.

Fifth stage: Acceptance

When anger and depression are no longer necessary and the person has been able to express previous feelings, acceptance of impending death or loss occurs. This stage does not necessarily mean happiness, sometimes it includes hope.

Appendix
MOD XIII
Strategy 2.5.1

How I Feel

Complete the following statements in your own words.

1. The best kind of death is .....

2. The worst kind of death is .....

3. The ideal age to die is .....

4. I dread death because .....

5. I look forward to death because .....

6. The person whose death I fear most is .....

7. I handle the idea of death by .....

8. If someone dies I .....
   or
   I would .....

Families and Death

DIRECTIONS: Read the stories and answer the questions.

I. Mr. Smith, age 35, was killed in an automobile accident. He was a high school teacher. His wife is 30 years old and has no job outside of the home. Two daughters aged 4 and 6 are part of the family. All grandparents live at least 100 miles away. The wife's sister lives in the same town.

1. How do you think the children will behave one day after the accident, at the funeral, six months later?

2. How do you think the wife will behave when she hears of the accident? at the funeral? six month's later?

3. What can the sister do to help? the grandparents? the neighbors?

4. Who else might help?

II. Jane 2, Bobby 5, and Janet 9 were the children of Mr. & Mrs. Scott. Mr. Scott was a lawyer and Mrs. Scott taught second grade. Mrs. Thomas, 64, was Mrs. Scott's mother. Jane and Bobby stayed with her when their mother was teaching, and Janet came to her house after school until her mother got home. Then the three children walked the two blocks home. One Saturday, grandmother fell and broke her hip and was taken to the hospital. Five days later she died.

1. What will change in the children's lives? How do you think they felt? What could friends say to them:

2. What changes will happen in the mother's life? father's?

3. Could a Family & Community Service worker help the family? How?

III. Mary, aged 11, dies of a very rare disease. How do you suppose her 3-year-old brother will behave? Her 80-year-old grandmother? Her father? Her 12 year old cousin? Do you think her father and mother will have changed relationships?

Family and Community Service "Helpers"

I. Jack and the elderly couple he works for have returned early from their usual morning walk because the man complained of being tired. The man goes into the living room to rest in his favorite chair while the woman goes into the kitchen with Jack who puts the kettle on for tea and starts the grocery list. When the tea is ready the woman goes into the living room to get her husband. She returns without him and says she doesn't want to waken him from his nap. A little later, Jack looks into the living room and realizes that the man is probably dead.
How does Jack know the man is probably dead? What should he do first? Next? What feelings will he and the man's wife have to struggle with first? How can they best cope with their feelings?

II. Roberta has been working for a widow and her two children, Mary 2 and Bobby 4. She stays with the children and prepares a noon meal for them and an evening meal for the whole family. She has a nice room in the house and is very fond of the family. Little Mary is struck by an automobile and dies on Roberta's day off. Roberta feels guilty. Do you think she should? Is it normal for Roberta to feel grief? Can Roberta help the mother and Bobby?

III. Betty has been working with Margaret Wittle, age 83, for nearly two years. Margaret's children live far away and have been to visit only a couple of times. Margaret has had a heart attack and the doctor says it is only a matter of time until she dies. Margaret and Betty have talked of this possibility in the past, and Betty has agreed that if the doctor says it is at all possible, Margaret will be brought back home where Betty will care for her so Margaret can die in the house where her children were born and her husband died 20 years earlier. The children are called and come, arriving on the day Margaret was to come home. The children go in to see their mother, who says that she knows she is going to die and she wants to go home. The children say, "No, you're not going to die, and we're going to see you are going to get the best medical care this hospital can give." Margaret gets upset and asks the children to leave and to send Betty to her.

Should Betty make a decision about what Margaret does?
Does Margaret like Betty more than her own children?
Should Betty be sad?

IV. Rufus Mounts, age 90, who lives alone with the assistance of Mary, a Family & Community Service worker, learns he has inoperable cancer and has only a short while to live. He wants to see all of his grandchildren before he dies and so calls the family and begs them all to come to his house for Thanksgiving in two weeks, but doesn't tell them why. They all feel it would be too much trouble for him and some have made other plans. They try to get him to go see his younger brother for Thanksgiving He is hurt and disappointed and gets angry and hangs up. He then explodes at Mary telling her how she wouldn't be there unless he paid her, that no one likes him, and his own children have never really loved him.

What should Mary do? How do you think she feels?

Ideas for Evaluation Device

Heading

Name _____

Example A:

	Yes	No	Would like to develop
1. Sympathy			
2. Good disposition			
3. Able to cook, etc.			

Example B:

	Excellent	Fair	Poor	
1. Make a bed with someone in it	3	2	1	____
2. Read aloud	3	2	1	____
3. Hug an old person	3	2	1	____
4. Express my feelings, etc.	3	2	1	____
			Total	____

Teacher References

1. DuBois, Paul M. The Hospice Way of Death. Human Sciences Press. New York. 1981.

2. Freeman, Jayne. "Death and Dying in Three Days". Phi Delta Kappan. Vol. 60, No. 2. October 1978.

3. Kubler-Ross, Elisabeth. On Death and Dying. Macmillan Publishing Co. New York. 1969.

4. Kubler-Ross, Elisabeth. Questions and Answers on Death and Dying. Macmillan Publishing Co. New York. 1974.

5. Kubler-Ross, Elisabeth. To Live Until We Say Goodbye. Prentice-Hall Inc. Englewood Cliffs, NJ. 1978.

6. Mercier, Joyce. "Death As A Part of Living Illinois Teacher. Vol. XX, No. 2. March 1977.

7. Mueller, James M. "I Taught About Death and Dying". Phi Delta Kappan. Vol. 60, No. 2. October, 1978.

8. Pattison, E. Mansell. The Experience of Dying. Prentice Hall, Inc. Englewood Cliffs, NJ. 1977.

9. Rucker, Margaret E., Leslie Thompson and Ben Dickerson. "Death Education--The Home Economics Curriculum". Journal of Home Economics. Vol. 69, No. 2. March 1977.

10. Somerville, Rose M. "Death Education as A Part of Family Life Education: Using Imaginative Literature for Insights into Family Crisis". The Family Coordinator. July 1971.

11. Stricklin, Ernest. "Death Education". Forecast for Home Economics. Vol. 26, No. 5. January 1981.

Also, many pamphlets from: Public Affairs Pamphlets
381 Park Avenue South
New York, New York 08903

Final Examination, MODULE XIII

Death and Dying

Items

Competencies	Taxonomy Levels					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1	1-5					
2	54-58	41-48		59-63		
3		6-12				
4						
5		41-48				
6			13-40	49-53 59-63		

Key: Death and Dying

1. D
2. G
3. F
4. E
5. C

6. X
7. X
8. O
9. X
10. O
11. O
12. X

13. O
14. O
15. X
16. O
17. O
18. O
19. X
20. O
21. O
22. O
23. O
24. X

25. O
26. X
27. O
28. O
29. O
30. O
31. O
32. X
33. X
34. O
35. O
36. O
37. X
38. X
39. O
40. O

41. A or B
42. C
43. D
44. A or B or C or all
45. D
46. A or B
47. A or B
48. D

49. B
50. D
51. E
52. A
53. C

54. 5
55. 2
56. 3
57. 1
58. 4

59. D
60. B
61. C
62. E
63. A

64. B
65. C
66. C
67. A
68. B
69. B

MOD XIII
F & C Services
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Examination

Death and Dying

Student name _____

DIRECTIONS: Place the letter of the term which is described in the blank provided.

_____ 1.	Pain, discomfort and mental feelings that most persons feel after death of a loved one.	A. Cremation
_____ 2.	Feeling numb, tight in the throat, and unable to swallow.	B. Emotional reaction
_____ 3.	The process of bringing emotions into control without forgetting the deal person.	C. Funeral
_____ 4.	Burial of a body underground or in a tomb.	D. Grief
_____ 5.	Ceremony and ritual honoring the deceased person.	E. Interment
		F. Mourning
		G. Physical reaction

DIRECTIONS: Place an X for TRUE and O for FALSE in the blank beside each statement.

_____ 6. Medical personnel do not always agree on the definition of legal death.

_____ 7. A person's personality may undergo a change as the result of the death of a loved one.

_____ 8. A dying person's needs are the same as a person who is hospitalized for an operation.

_____ 9. Many terminally ill patients fear death.

____ 10. Most people have the same basic feelings about death.

____ 11. Communicating with a terminally ill patient is no different than communicating with a patient who is hospitalized but not terminally ill.

____ 12. Death may be considered as a stage in the family life cycle.

DIRECTIONS: Read the statement and place an X in the blank(s) which complete the statement correctly and a O in the blank(s) which precede the incorrect completions.

The term which indicates that spontaneous heart beating and breathing have stopped and cannot be started again is

____ 13. theological death.
____ 14. brain death.
____ 15. clinical death.
____ 16. legal death.

The type of death which occurs when the soul leaves the body is

____ 17. biological death.
____ 18. cell death.
____ 19. theological death.
____ 20. none of the above.

Shock is a health emergency sign and may include the following symptoms

____ 21. feverish hot, normal pulse, perspiring.
____ 22. feverish hot, slow and regular pulse, dry skin.
____ 23. cool and pale skin, normal pulse, perspiring.
____ 24. cool and pale skin, weak and rapid pulse, perspiring.

Physical signs of heart failure include

____ 25. rapid pulse when excited or afraid.
____ 26. shortness of breath; rapid or slow pulse.
____ 27. regular heart beat; swelling of feet and ankles.
____ 28. fever; swelling of fett and ankles.

Partial paralysis is often a result of

____ 29. high blood pressure.
____ 30. low blood pressure.
____ 31. pneumonia.
____ 32. strokes.

The right to die with dignity means

____ 33. removing the respirator and other medical devices that are keeping persons in comas alive.
____ 34. rushing terminally ill persons to a hospital so they may die there.
____ 35. requiring that all families provide a funeral and burial for a family member who died.
____ 36. all of the above.

The American Hospital Association has approved a Patient's Bill of Rights which includes

____ 37. considerate and respectful care.
____ 38. refusal of recommended medical care.
____ 39. reasonably priced medical care.
____ 40. selection of menu.

DIRECTIONS: There are many community institutions which help families during times of stress. Indicate at what stage each institution would be most helpful by placing the letter of the Stage in the blank preceding the Institution.

Institutions	Stages
_____ 41. Hospital	A. Two weeks preceding death
_____ 42. Mortuary	B. Day preceding death
_____ 43. Social Security Office	C. One day following death
_____ 44. Church	D. One week following death
_____ 45. Parents Without Partners	
_____ 46. Hospice	
_____ 47. Nursing Home	
_____ 48. County Court	

DIRECTIONS: Terminally ill patients require different types of care. In the blanks below, place the letter of the type of care you as an employee in a nursing home might be asked to provide for a terminally ill patient. The letters are used only once.

Patient Needs	Type of Care
_____ 49. Suggest that the patient read Kubler-Ross's book, On Death and Dying.	A. Physical care
_____ 50. Sit down and talk with the patient.	B. Mental care
_____ 51. Ask the chaplain to come to the patient's room.	C. Emotional care
_____ 52. Prop the patient up in bed with extra pillows.	D. Social care
_____ 53. Hold the patient's hand while he/she is crying.	E. Spiritual care

DIRECTIONS: Indicate the order of the stages of adjustment to impending death by placing the correct number from 1 to 5 (1 = first stage; 5 = last stage) in the blank provided.

_____ 54. Acceptance

_____ 55. Anger

_____ 56. Bargaining

_____ 57. Denial

_____ 58. Depression

DIRECTIONS: Read the situation, then indicate which stage of adjustment it portrays by writing the letter of the correct stage in the blank provided.

A. Acceptance
B. Anger
C. Bargaining
D. Denial
E. Depression

_____ 59. Mrs. Washington was admitted to the hospital because she had not been feeling well for several weeks. After three days of blood tests, x-rays, and other laboratory work her doctor told her she was terminally ill. Her response to the doctor was, "No, not me. It cannot be true. The x-rays must have gotten mixed up with someone else's."

_____ 60. Todd, a teen-age boy, is told by his doctor that the cause of his severe headaches is a large tumor which is putting pressure on his brain. The doctor feels that an operation would not help. Todd is given less than six months to live. In telling his girlfriend Sara about his illness, Todd says, "I don't know why this couldn't have happened to my Grandma. She's old anyway."

_____ 61. Uncle Carl has just learned that he has inoperable lung cancer. His clergyman is visiting him in the hospital. Uncle Carl says, "I've never been one to go to church very often. But maybe if I go every Sunday and also help you with the Catechism class, God will give me a few extra weeks to live."

_____ 62. Jill has been a diabetic since she was five years old. Now a junior in high school she just made the pom pom squad. After practice one night Jill notices a strange sore on her face. She is immediately hospitalized and undergoes many tests. Ten days pass and the sore shows no signs of healing. Finally, the doctor comes in to tell her that her disease is out of control and she will probably not live longer than six months. When Jill's parents come to visit her that night they find her in tears. She sobs, "I don't want any of my friends or other kids from school to come and see me. All I do is cry. Just leave me alone."

_____ 63. Mr. Lee is the bedridden patient in Room 209 at the nursing home where Teddie just started working. Since he will be working on Mr. Lee's floor, the supervisor asked Teddie to go in and talk to Mr. Lee. Mr. Lee said, "I've had a good life, but I'm ready to go and make room for someone else."

DIRECTIONS: Death of a family member affects the family in many ways. Below are tasks which the family does after a death occurs. Indicate what kind of a task it is by putting the letter of the correct answer in the space provided. The letters may be used any number of times.

Tasks	Types of Tasks
_____ 64. Having the death certificate signed.	A. Financial Task
_____ 65. Telling friends about the death.	B. Legal Task
_____ 66. Writing the obituary.	C. Emotional Task
_____ 67. Paying for the funeral.	
_____ 68. Reading the will.	
_____ 69. Probating the estate.	